

Cesar Chavez

"Educating the Heart"



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The



developed this project in 2001 in recognition of the first annual Cesar Chavez Day of Service and Learning through a grant provided by the California Governor's Office on Service and Volunteerism (GOSEV). Please feel free to use and reproduce this guide in the enhancement of non-commercial educational programs.

In partnership with



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Introduction

Introduction

Cesar Chavez was one of the most significant and influential civil rights leaders of our time. Chavez devoted himself to social justice and improving the lives of the impoverished and oppressed. His name, like the name of Martin Luther King, Jr., speaks of character and commitment. This project is in honor of the life and work of Cesar E. Chavez.

The Cesar Chavez project is a multi-faceted service learning experience that will provide your 4th graders with a unique, hands-on perspective of California History. Whether used to celebrate Cesar Chavez Day (March 31st) with your class or simply as a part of regular class studies, this project will help enhance and support the Academic Curriculum as outline on page 11. This experience will bring to life Cesar Chavez, his values and philosophy, and his efforts to reform conditions for migrant workers in California. Using service as the vehicle for learning, students will also gain a sense of civic responsibility and understand the importance of giving back to their communities.

Project Summary

The project can be summarized in three parts: Pre-Service, Service, and Post-Service Activities. The Pre-Service Activities are focused on class-room study of Cesar Chavez and the migrant workers, as well as understanding the value of service and meeting a community need. The Service Activity, performed outside the classroom, is the gleaning of an agricultural field to feed the hungry. This not only helps meet a community need, it also simulates the working conditions of migrant laborers. The Post-Service Activities focus once again on classroom study, but also allow structured time for students to reflect on what they have learned and the service that they have performed.

Methodologies

Methodologies

The Cesar Chavez project is based on an experiential teaching methodology called Service Learning, which links volunteer service with the academic curriculum. This methodology allows students the opportunity to learn and develop through experience and active participation. Service Learning is characterized by the following elements:

- Academic Learning – The service performed enhances values, skills, and/or knowledge.
- Civic Responsibility – The service helps meet a real need in the community, as defined by the community.
- Collaboration – Teachers and students work with community members or outside agencies in the planning, implementation, and evaluation of the project.
- Youth Voice – Students are given ample opportunity to express their thoughts and play an active role in the learning process and project planning.
- Reflection – Thoughtful reflection is incorporated into activities before (to prepare), during (to troubleshoot), and after (to process) the project.
- Evaluation – Information is collected and analyzed on the effectiveness of the project.

Research has shown that Service Learning leads to greater mutual respect of teachers and students, as well as an improved overall school climate (Weiler 1999). It often improves students' self-confidence, sense of purpose, and personal values. It gives youth a chance to develop leadership skills and practice teamwork. It also presents an opportunity to utilize critical thinking and problem solving skills for the betterment of the community.

Delaine Easton, State Superintendent of Public Instruction, established the goal that, "by the year 2004, 50 percent of California school districts should offer all students at least one service-learning opportunity at each grade span" (CDE 1996).

Set-Up

Set-Up

Gain Support For The Project

Whether you are a teacher or an administrator, it is vital that you first gain the support of all parties to be involved in the project. This should not be a difficult task. Most educators are very enthusiastic about this project because they understand that students only retain 10 percent of what they read in the classroom and even less of what they hear; however, 75 percent of that same knowledge can be retained if they practice by doing. More often than not you will find advocates, not adversaries, although there are always those who are a little more reluctant than others to utilize the experiential approach to learning. Generally, this hesitation is the result of one of two things.

First, teachers may feel overworked and under pressure to focus on State Standards. Initially, they feel that this project will somehow divert them from normal classroom activities and put them behind in their goals. This, however, is not the case. The Cesar Chavez Project was intentionally designed to help teachers enhance the curriculum that they are already using in the classroom and to aid them in meeting State Standards.

The second cause for hesitation may have to do with logistical issues such as the amount of time it takes to set up the project, time spent away from school, risk and liability, lack of funding for transportation, etc. These concerns, which are addressed in the following sections, can be minimized with the use of this guide.

Set A Service Date

After you have gained the support of all the participants, set a time and date for the actual gleaning to be performed. Generally, gleaning is recommended for an hour and a half (this does not include travel time). Experience has shown that anything less really short-changes the experience and anything much longer loses the student's interest. The time and duration can vary depending on you and the kind of experience you want your students to have. The date or time of year is another thing that will affect your outcomes. Although gleanings are performed year round, take into consideration what the weather will be like. Do you want the students to experience extreme or mild conditions? How will 72 degree weather impact the students versus 92 degree weather? Is there a likelihood of rain at this time of year? If there is, you may have to deal with a last minute cancellation. In any case, the date you choose should be considered thoughtfully and scheduled at least one month in advance if you are planning on taking a large group (100+ people). Smaller groups are easier to accommodate and will not have to plan quite so far in advance.

A list of national organizations that are involved in gleanings have been included in the Resource section of this guide. There may also be local organizations that serve your area which are not listed here. A good way to check and see if there is an organization serving your area is by contacting your local Volunteer Center and asking them about gleaning opportunities. You can find your local Volunteer Center through the following web-page www.volunteercentersca.org.

If you are located in Orange County, California, you will contact Orange County's Second Harvest Food Bank. The Harvest Coordinator can be reached through Gleaning Information line at (714) 708-1597. You can view their website at www.feedoc.org. Make sure to tell the Harvest Coordinator that your students are participating in the Cesar Chavez Project, so they are prepared to frame the service in light of what the students have been learning. Also, ask if they will be able to provide water or other supplies for your students.

Make Arrangements

The only arrangement beside setting a date with the community organization with whom you will be serving, is to arrange for transportation to and from the gleaning site and to make sure that your transportation company has the proper directions. If you have ever taken your students on field trip, you should be familiar with the process. One thing to note, directions to the field are often not available until just a couple of days before the activity, as the availability of crops to be gleaned may fluxuate. Keep in mind that you will only be giving the transportation company a general geographic area and the maximum travel time needed to get there when scheduling buses. It will be your responsibility to call the transportation company back with specific directions once you have them.

The major question you might be asking is where to locate the funding for buses! There are several good places to look:

- IASA (Improving America's School Act) is a great place to start. Some of the Title program funds which are available for service learning projects like this one include Title 1- Poverty, Title 1C- Education of Migratory Children, Title VII- Bilingual Education, and Charter Schools.
- Your school district may have a budget line item for service learning or designated funds for the development of Social Studies curriculum, resources, programs, etc. which may apply to this project.
- State Average Attendance (ADA) funds may also be allocated to support service learning.
- Parent/Teacher Associations often have funds for special programs like this one.
- There are many local and regional foundations that support creative educational ventures. Many of the foundations are listed in the Foundation Center's publication.

*Information on funding sources in Orange County may be accessed through Volunteer Center's Nonprofit Resource library.
Hours of operation are Monday through Friday, 12 Noon – 5:00 P.M.*

Consider Liability

Although risk factors are low, it's a good idea to plan ahead in case of an emergency. Responsibility for damage or injury must be addressed in two ways. **1) By the school.** Teachers must send home the standard school permission slip which describes important project information, requests emergency contacts, and the all important waiver of school liability. **2) By the agency.** The organization you will be gleaning with will also have a permission slip that you will need to have signed by parents. These permission slips must be brought with you on the day of service and given to a representative of the agency. When working with non-English speaking parents, please remember to request permission slips in their native language.

If you are working with Orange County's Second Harvest Food Bank, you will find that there is a copy of the liability form (both in English and Spanish) included in the Resource section.

Use On-Site Facilitators (optional)

One of the things that you can do to enhance this experience is to recruit on-site facilitators to work with you on the day of the project. These can be parents, high school students, community volunteers, college interns, Americorps members, etc. The facilitators should be well informed about Cesar Chavez and the migrant workers, as well as issues on hunger and poverty. Their main role is to serve and work along side the students and to pose questions to them about what they have learned. On-site facilitators can really transform a large group experience into something more personal and, at the same time, help shed some light on the value of what the students are doing. You will find a handout on on-site facilitators in the Resource section.

Conduct Post-Reflection

Reflection is a very important component of this project. Students will need time before, during, and after the service experience to think about what they have learned and why this is important to their lives. This can be done through small group discussions, journal entries, artwork, etc. The post-reflection is especially critical for the students, because it serves to tie the various components of the project together for them. To enhance this aspect of the project, it is suggested that you bring in a guest speaker to address your class as to the importance of what they have been studying. Due to the large legacy that Cesar Chavez has left in California, it is generally not too hard to find someone who either knew him, worked with him, or was associated with him in some way. With California having a rich history in agriculture and a large immigrant in population, it is also fairly easy to find someone who has had experience in the fields as a migrant worker.

Implementation

Implementation

Unit: Cesar Chavez and the Value of Service.

Goals: To examine the struggles of the migrant worker, to identify the role of Cesar Chavez in California agricultural history, and to understand the value of service.

Where does this curriculum fit in your classroom?

The Cesar Chavez project supports the following standards for fourth grade.

Social Studies

4.1 (3.5), 4.3, 4.4
(3, 4, 5), 4.5

Language Arts

Reading: **1.1, 2.0, 2.1, 2.4, 2.5**
Writing: **1.2, 1.8, 2.1, 2.3, 2.4**
Listening & Speaking:
1.1, 1.2, 1.6, 1.10, 2.1, 2.4

Mathematics

Number Sense: **1.0, 2.0, 3.0**
Statistics: 1.0

Science

Life Science:
3 (b, c)

NOTE: The bold face type represents those standards which are met directly through the student booklets, the regular face type represents those that can be met through some of the other activities described in the curriculum.

The following pages contain helpful tools to assist teachers in the classroom:

- Teacher Timeline
- Pre-service and Post-service activities menu
- Values and vocabulary list
- Student workbook
 - Cover Page
 - Biography
 - Totem Activity
 - Map of California
 - From the Seed to the Dinner Plate
 - Life of A Migrant Worker
 - Reflection Pages
 - Back Cover
- Teacher Resources
 - Totem Activity Directions
 - Map of California
 - Life of A Migrant Worker
 - Reflection Activity
 - On-site Facilitators Directions
 - Certificate
 - Liability Form

Teacher Timeline

Week Before Service:

- ☐ Spend some class time learning about Cesar Chavez, the struggles of migrant workers, and issues related to hunger and poverty.
- ☐ Send field trip permission slips home with your students.
- ☐ Call gleaning organization to get directions to the field.
- ☐ Confirm participation of on-site facilitators (optional)
- ☐ Call transportation company to confirm arrangements.
- ☐ Instruct students to wear comfortable clothes, tennis shoes they can work in, and a hat to protect them from the sun.

Day of Service:

- ☐ Have your classes ready to board the buses at the allotted time of _____.
- ☐ Bring signed permission slips to the service site and give to the Harvest/Gleaning Coordinator or other agency representative.
- ☐ Make sure that water will be available for the students.
- ☐ Bring a camera to document the event.
- ☐ Your class will be returning to school by _____.

**Keep the phone numbers for the transportation company, as well as the gleaning organization, with you in case a logistical emergency should arise.*

Week After Service:

- ☐ Reflect on the service activities.
- ☐ Continue the learning process.
- ☐ Celebrate all the things that you have learned. Pass out certificates to acknowledge the accomplishments of your students.
- ☐ Evaluate the project with your students and determine whether it worked for your classroom or not.
- ☐ Fill out the project response form in the back of this guide book and return to the Volunteer Center Orange County.

Service Learning Menu

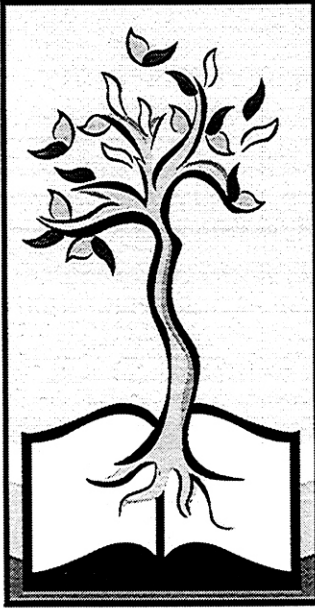
Pre-Service Activities:

- Read a story about the life and work of Cesar Chavez.
- Define vocabulary words such as strike, boycott, union, etc.
- Create a timeline of significant events in the life of Cesar Chavez
- Draw a map of the places where Chavez grew up and where he lived as an adult.
- Study some of the crops grown in California. Find out which ones are easiest/hardest to pick. What grows above/below ground? What kinds of tools or techniques were used?
- Draw a large map of California with sidewalk chalk. Bring different types of fruits and vegetables for students to see and taste. Place produce in the location where they are grown on the map.
- Talk about pesticides: why they are used, the effect they had on the migrant workers, how to protect ourselves from them, alternatives to pesticides, etc.
- Create a diagram showing the harvest cycle "from the seed to the dinner plate."
- Read a story or watch a video about the life of a migrant worker.
- Interview parents/grandparents on what they remember about Chavez and the grape boycotts.
- Compare the way that you (or a family member) grew up to the way that Chavez grew up.
- Compare the life and work of Chavez to another historical figure.
- Discuss some of the influences on Chavez' life that affected his work.
- Discuss what a value is.
- Using a dictionary, look up the definition to each of the 10 values associated with Chavez.
- Create your own definition for each of these values or share a time when you or someone else practiced one of these values.
- List five favorite possessions (bike, Nintendo, etc.) and assign a monetary value to each. List five favorite non-material things (friends, pets, etc.) and assign some sort of value to each of these. List five favorite values (honesty, kindness, etc.) and assign some sort of value to each of these. Rank all 15 of your favorites.
- Brainstorm a list of your needs, and how they are met. Then ask yourself, what if? What if these needs were no longer being met, what would I do? (This is a good way to introduce a discussion on community needs, and what we can do to help meet some of them)
- Create a timeline of significant event in the life of Cesar Chavez
- Identify several communities in which you participate (school, family, circle of friends). What roles do you play in each one?
- Discuss ways that you might make a difference in your home, school, or community.



Service Learning Menu

Post-Service Activities:



- Create a story about what would happen if no one worked the land.
- Looking at a lunch box, try to guess the number of hours that go into making one meal.
- Ask a migrant worker to come and speak to your class.
- Play a game in which students learn about the cost of living and try to live on migrant worker wages.
- Role play by asking students to perform skits about the migrant worker's way of life or put together a Campesino Theater to address some of the issues they faced.
- Compare and contrast migrant working conditions before and after Chavez.
- Write a letter to the United Farm Worker's Union asking them about current conditions,
- Create a poster for a union strike.
- Create a vigil in your classroom on March 31st. You can include candles, a picture of Chavez, and objects that might represent his life, work, and the values he stood for.
- Create a class archive or scrapbook about what you have learned about Cesar Chavez. Each student must contribute something. For example, pictures of Chavez photocopied from a book, instructions on how to make a

union flag, points of interest learned through the Chavez interviews, etc. Be sure to include pictures from your gleaning experience.

- Create a short story/fable with a moral at the end which emphasizes the importance of one of the values.
- Come up with your own definition or standard of what it means to be "in need."
- Keep a journal of various needs you see in the community (dangerous street crossing, dirty playgrounds, stray animals, etc.) You can keep an "Opportunity List" of all of these needs up on a class wall; perhaps you'll find yourself doing something about it.
- Look in the newspaper for current events that address your community's needs.
- Conduct a community needs assessment.
- Put together a book about your community. For example: graph the population growth, include statistics about ethnic or linguistic makeup, the history of street or city names, interviews about how the community has changed over the years, results from the community needs assessment, etc. (check out your city's web-page). This can be used as a reference guide for your "Opportunity List."
- Start a calendar of events for your classroom that includes National Hunger and Homeless Awareness Week, Child Abuse Prevention Week, Red Ribbon Week, Earth Day, etc. Mark down any community service project that are tied to these events.
- Declare every Wednesday "Random Acts of Kindness Day."
- Start an ongoing service project at your school such as a recycling program or a community garden.
- Create a poster called, "Five Ways to Make A Difference," and distribute to other classes.
- Call the Volunteer Center Orange County for more ideas about how to serve as a classroom!

The Values of Cesar Chavez

Service to Others:	Through empowerment, not charity
Sacrific:	Placing others before yourself
Preference:	Helping those with the most need
Determination:	Never give up, "Si se puede"
Non-Violence:	A bold, pro-active way to change the world
Respect for Life:	Appreciation of the environment and all living creatures
Celebrating Community:	Working together
Knowledge:	A life-long learning process
Innovation:	Originality, creativity, imagination
Tolerance:	Respect for differing beliefs

Vocabulary Words

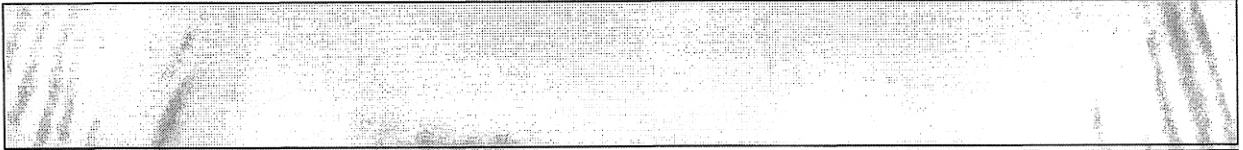
Boycott:	A peaceful way of protesting by asking people not to buy a certain thing.
Exploitation:	Using others to your advantage and to their harm.
Fasting:	A peaceful way to protest by not eating food for a period of time.
Huelga:	The Spanish word for strike.
Migrant Farm Worker:	A farm worker that moves from place to place to find work.
Minimum Wage:	The least amount of money that a person must be paid for an hour of work.
Non-violence:	A method of resolving conflict in which communication and negotiation are used instead of physical violence.
Negotiate:	To resolve differences through discussion and compromise.
Pesticides:	Poisons used to kill bugs on plants at farms.
Picket Line:	A line of people who are on strike that carry flags and signs in front of the business or farm that they are striking against.
Protest:	To say you don't like something.
Scab:	A worker who breaks a strike by crossing a picket line to work.
Stoop Labor:	Work that causes a person to bend over all day.
Strike:	When a group of people stop working to protest unfair conditions in their jobs.
Union:	A group of workers uniting to discuss their jobs.
Vigil:	A period of prayer and silent demonstration of faith.

Student Booklet

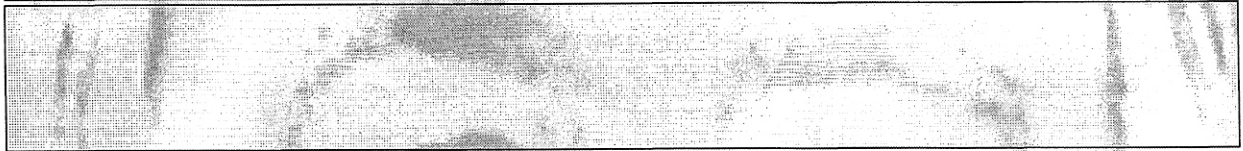
Cesar Chavez

and the Value of Service

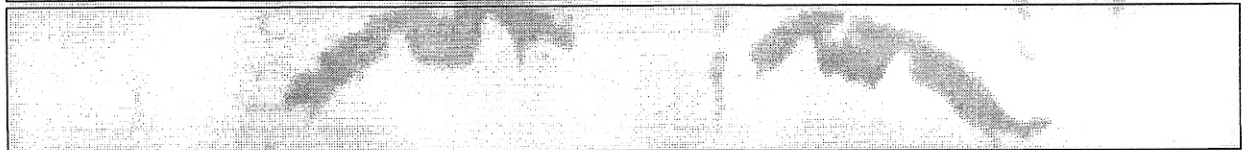
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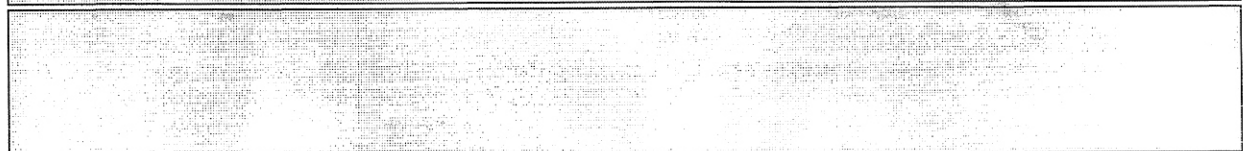
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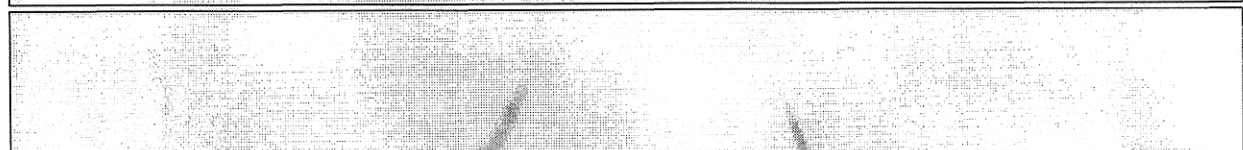
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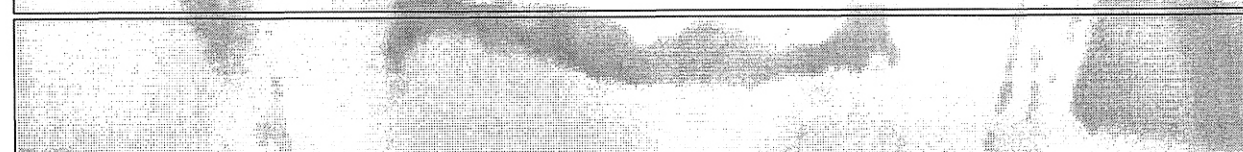
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10.



Cesar Chavez Biography

Cesar Estrada Chavez was born in an apartment above his father's grocery store near Yuma, Arizona on March 31, 1927. He was the second out of six children born to Librado and Juana Chavez.

Cesar began school at age 7, but found it difficult because his family only spoke Spanish at home. Learning English was not an easy task, and his teachers became angry whenever he spoke Spanish at school. Fortunately, Cesar was taught many things at home. His aunts and uncles would often read to him, while his mother taught him important lessons about service and sacrifice. She was a compassionate woman and taught her children to help the poor. Many times she would send Cesar and his brother out to bring less fortunate people home for dinner.

Cesar grew up during a difficult time. The whole country was suffering from the Great Depression, and it was difficult for people to find work. Although Cesar's father owned his own business, many of his customers were poor and could not afford to pay him for the food that they needed. Cesar's father felt bad for them and would let them have the food anyway. Eventually it became impossible for the Chavez family to pay their bills, and they were forced to sell the store.

The rest of Cesar's family wasn't doing very well either. Cesar's grandfather owned over 100 acres of farmland where he raised animals and grew crops. Unfortunately, there was not enough rain one year to make the crops grow. Once again, the family was unable to pay the bills and, in 1939, were forced to sell the family farm as well.

When Cesar was 10 years old, his family packed their belongings and headed to California in search of work. In California, the Chavez family became part of the migrant community, traveling from farm to farm to pick fruits and vegetables during the harvest. They lived in many different migrant camps and were often forced to sleep in their car because they could not afford housing. During this time, Cesar attended over thirty different schools, where he often faced great difficulties with teachers who didn't like the fact that he was Mexican-American and came from a migrant family.

Once Cesar completed the eighth grade, he quit school and began working full-time as a migrant worker to help support his family. He worked long hours under the hot sun without any water to drink. And although he worked very hard, he never made more than five thousand dollars in his whole life. In 1944, when Cesar was only seventeen years old, he joined the navy and served in the Western Pacific during World War II.

Two years later, Cesar returned to California, where he eventually married Helen Fabela in 1948. They soon moved to a place in the Central Valley called "Sal Si Pudes", "Leave If You Can." Once again, Cesar began to work in the fields, but this time he started to fight for change. Like Mahatma Gandhi and Dr. Martin Luther King, Jr., Cesar believed that the best way to fight a battle was through non-violent tactics such as strikes, boycotts, fasts, and marches. That same

Cesar Chavez Biography (cont.)

year, Cesar took part in his first strike to increase wages and improve working conditions for the migrant workers. The strike didn't last long. Within several days, the workers were defeated and forced back to the fields.

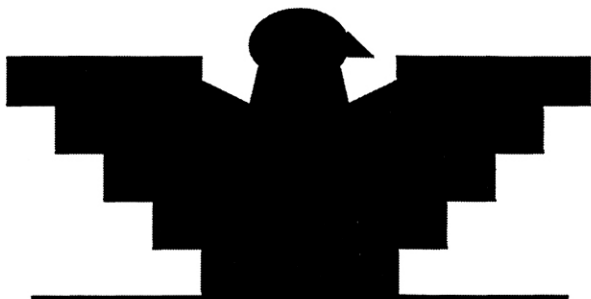
In 1952, Cesar was working in apricot orchards near San Jose when he became involved with a group called the Community Service Organization (CSO). He soon began urging Mexican-Americans to register and vote. He learned that people have the power to vote for candidates who understand their problems and will help them do something about it. When people work together for a common cause, there's nothing they can't accomplish! As a result, Cesar began traveling throughout California and making speeches in support of workers' rights. In 1958, he became the director of the Community Service Organization.

Four years later, Cesar decided to form his own organization, which would focus on improving the lives of migrant workers. It was originally called the National Farm Workers Association (NFWA), but was later renamed the United Farm Workers (UFW). The UFW not only brought together Mexican-Americans, and for the first time, united farm workers of all nationalities. In 1965, Cesar and the United Farm Workers led a strike of California grape-pickers to demand higher wages. In addition to the strike, they encouraged all Americans to boycott table grapes as a show of support. The strike and boycott lasted for five years and attracted national attention.

In 1968, Cesar began a 25-day fast to call attention to the migrant workers' cause. Although his dramatic act did little to solve the immediate problems, it increased national awareness of the problem. Finally, in 1975, the United Farm Workers were recognized and given the exclusive right to organize migrant farm workers into a union. Through the union, Cesar was able to help the migrant workers receive fair wages, medical coverage, decent living conditions, as well as the respect that they deserve.

Although the migrant worker's situation had improved greatly, there were still many serious problems that needed to be addressed. One of the most dangerous was the use of pesticides on crops which were being picked by migrant workers. Many workers were becoming ill as a result of their contact with these poisons. In 1988, when Cesar was 61 years old, he began another fast which lasted for 36 days to protest the use of toxic pesticides on fruits and vegetables.

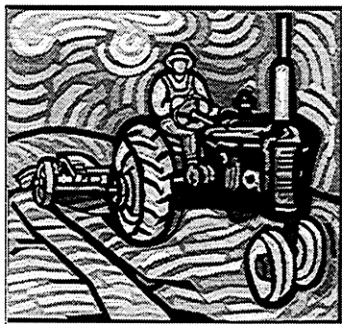
Cesar Chavez continued to work for better conditions for the migrant workers until he died in his sleep at the age of 66 on April 23, 1993. He touched so many lives that more than 30,000 people attended his funeral. Many thought that without Cesar, the union would not continue. But, they were wrong...his work does continue...



Cesar Chavez

California

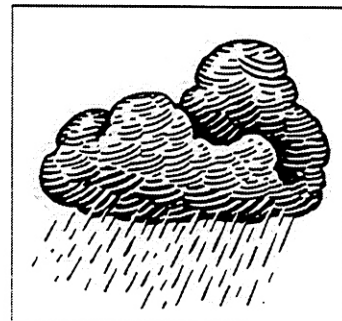




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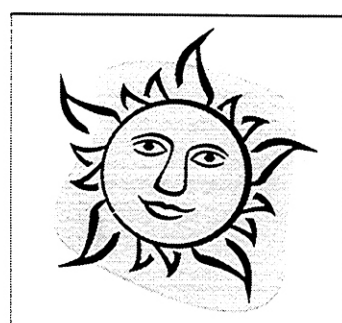
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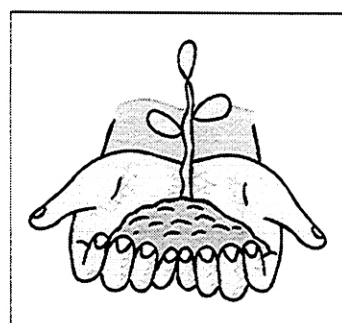
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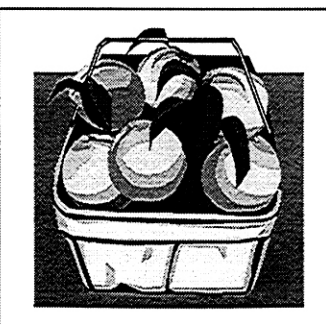
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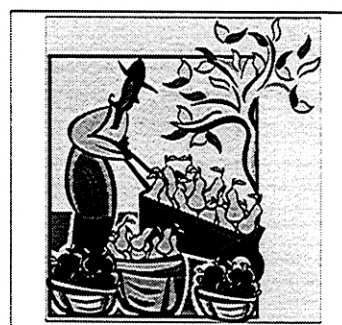
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My Name: _____








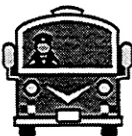




My Job: _____

My Weekly Income: _____

of People in my Family: ____

Sub-Total

Don't forget to multiply by the number of people in your family wherever it says "per person"

Food	 \$15.00/person	 \$20.00/person	 \$25.00/person	
Housing	 Trailer: 1 room w/ mattress on the floor. No bathroom, no kitchen, no water. \$130/week	 Motel: 1 room and bathroom. No kitchen. \$200/week.	 House: 2 bedroom, 2 bathroom, living room, and kitchen. \$275/week.	
Transportation	 Walk or Bike: FREE	 Bus: \$5.75/week	 Car: \$25.36/week	
Home & Personal Care	 Cleaning supplies, toilet paper, toothpaste, soap, etc. \$4.00/person	 Haircuts, clothing, school supplies, etc. \$8.00/person	 Occasional treats such as movies & ice cream \$12/person	
Fate ?				
			TOTAL:	Weekly Income: _____ Weekly Expenses: _____ Grant Total: _____





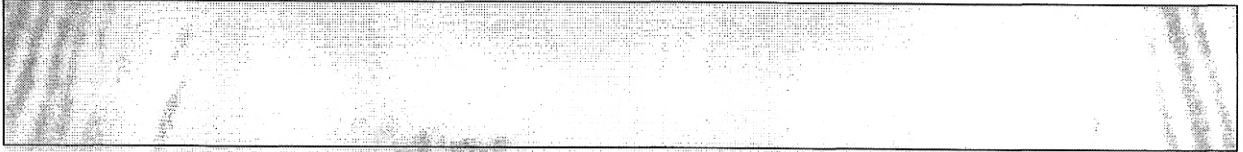
Four horizontal lines for writing, located to the right of the portrait.

Twenty horizontal lines for writing, spanning the width of the page.

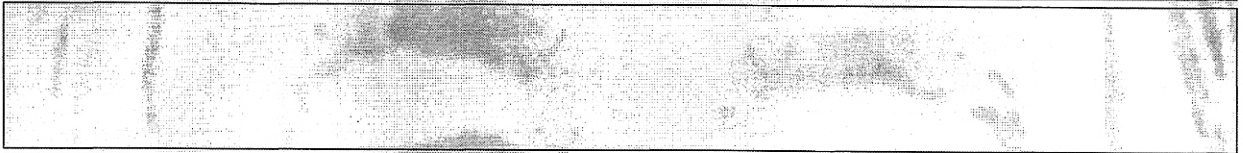
Cesar Chavez

and the Value of Service

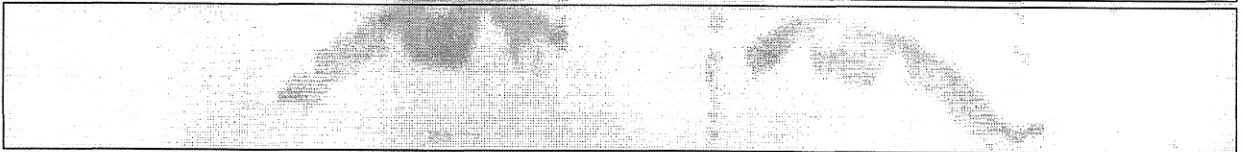
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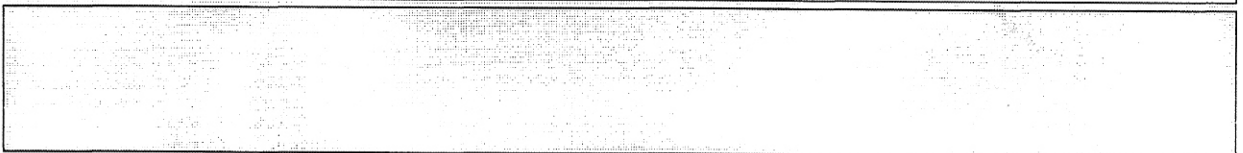
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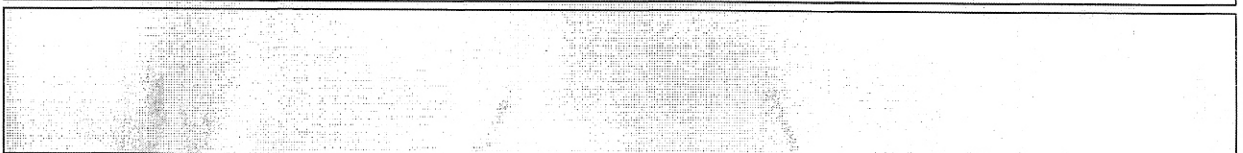
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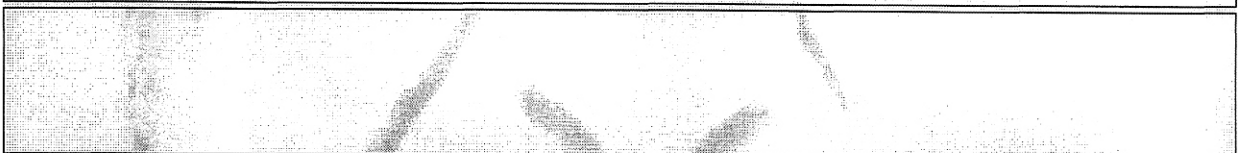
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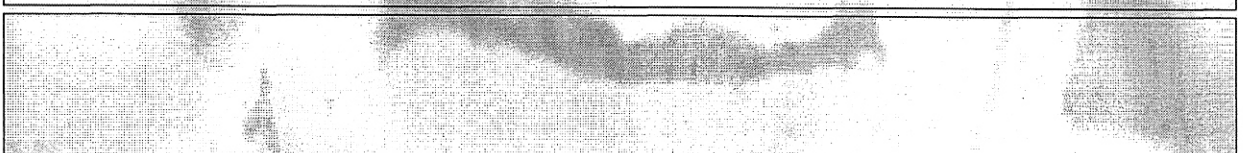
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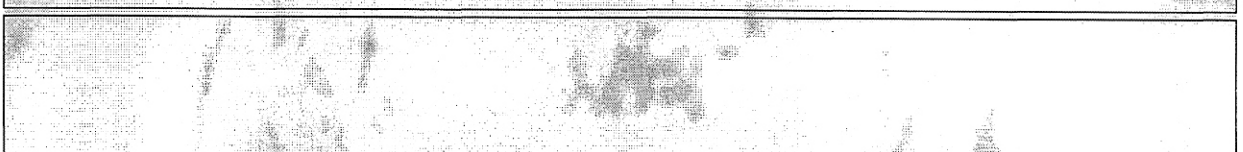
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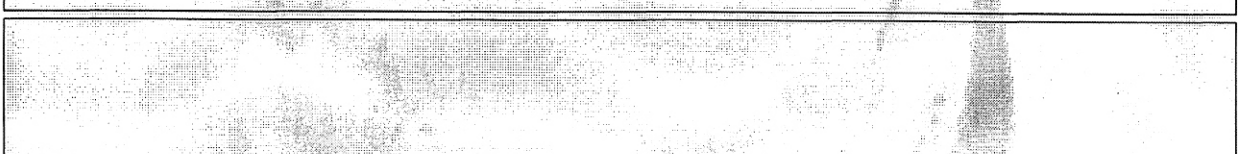
8.



9.

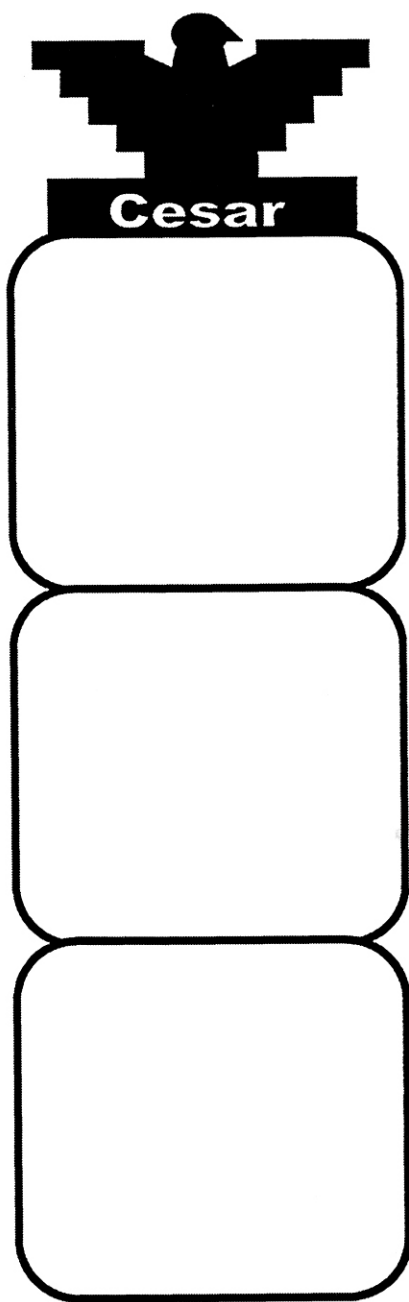


10.



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Teacher Booklet



Aztec Symbols

The same year that Cesar Chavez formed the United Farm Workers he asked his brother, Richard, to design a flag to represent the union. Richard sketched a drawing of an eagle on a piece of brown wrapping paper, then squared off the wing edges so that the eagle would be easier for union members to draw. Cesar chose black and red for the colors and made reference to the flag by stating, "A symbol is an important thing. That is why we chose an Aztec eagle. It gives pride...When people see it, they know it means dignity."

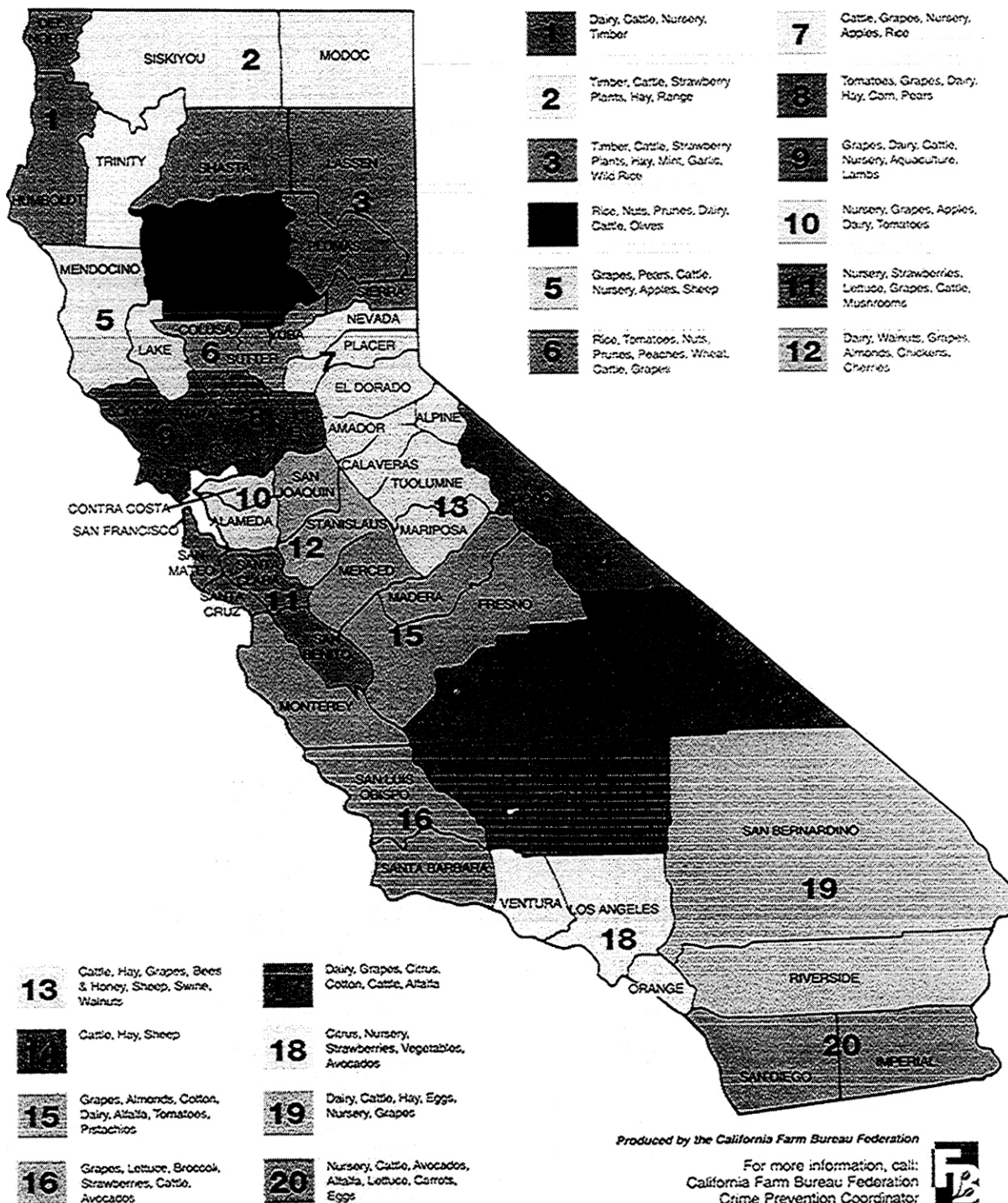
The Aztecs were the most powerful group of people living in Mexico from 1325 AD to 1519.

The Aztecs had great respect for animals. They compared the way animals act to the way people act. If someone was strong, he or she was compared to an animal that was strong.

The eagle (*el águila*), the hummingbird (*el colibri*), the jaguar (*el jaguar*), the monkey (*el mono*), and the frog (*la rana*) were important symbols to the Aztecs. They believed that the eagle flew into the sky with presents for the sun in the morning and flew back down to earth every evening. The hummingbird and jaguar were the symbols of the warrior. The monkey, was the symbol of quickness and movement and often associated with the wind. The frog was associated with rain, and thus, the planting and growing of crops.

Directions: On the left totem pole, draw pictures which symbolize the life, work, and values of Cesar Chavez. On the right totem pole, draw pictures which symbolize your own life or another historical figure you have learned about recently. Be sure to use lots of color; there should be no white space when you are finished.

California produces...



Produced by the California Farm Bureau Federation

For more information, call:
California Farm Bureau Federation
Crime Prevention Coordinator
1-800-698-3276



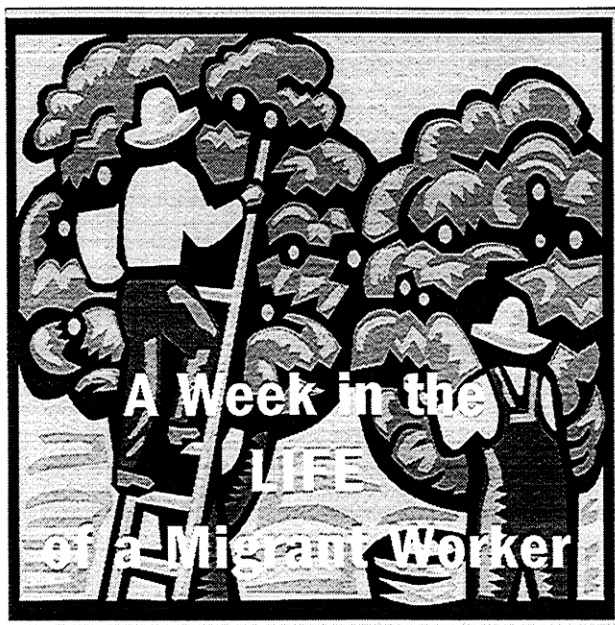
Sponsored by:



CalFarm
INSURANCE
COMPANY

This map is intended to provide general 1999 agricultural crop information and county similarities.
Information based on the County Ag Commissioner Reports

6/99



Job Cards

Purpose: To learn about the cost of living and migrant worker wages.

Supplies: A Week in the Life game sheet and scratch paper for each student, dice, job cards, fate cards.

Directions: Pass out one job card to each student. Students should record their job and weekly salary at the top of their game sheets. Students will roll a dice (or pair of dice) to determine the number of people in their family. Students are then given time to work out their weekly budget. After awhile, the teacher may start distributing fate cards to students who will then have to make adjustments in their budget. Tell students who are having trouble making ends meet that they can get a little creative but, don't give them too many hints about how to do it right away. For example, you can cut your housing costs in half if you share expenses with another student. This game should be played in several rounds.

JOB: GREEN BEAN PACKER

You earn \$5.15/hour, you work 8 hours a day, 5 days/week.
Weekly Income: \$206.00



JOB: STRAWBERRY PICKER

You work 12 hours a day, 6 days per week.
Weekly Income: \$327.00



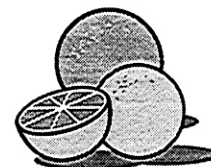
JOB: POTATO LOADER

You load 50 lb. bags onto a flatbed truck 6 days a week, you earn .03 cents per bag.
Weekly Income: \$263.00



JOB: ORANGE PICKER

You work 12 hours a day, 7 days a week.
Weekly Income: \$397.00





Send \$63.00 to your family in Mexico.



It's your son's birthday. Spend \$25.00 on a cake and a present.



Your family receives free groceries from a local food bank.



You earn \$16.00 from collecting recyclables.



Your boss skips town with 50% (half) of your week's wages.



You must buy a school uniform for your child. Spend \$20.00



You have a terrible toothache. Spend \$25.00 at the dentist's office.



Your daughter earns \$12.00 babysitting for a family down the street.



Your children work in the fields during their summer vacation. Add \$65.00 to your weekly income.



You have another baby! Add one more to the # of people in your family.



You use coupons this week and save \$10.00 off your grocery bill.



Your daughter is sick. Spend \$50.00 to take her to see the doctor.



Your son really wants to play on the soccer team. There is an \$18.00 fee to join.



Bad weather keeps you from working. Lose 50% (half) of your wages for the week.



Due to a recent strike, you are now receiving higher wages. Add \$50.00 to your weekly income.

Cesar Chavez Reflection Activity

Either after or during the gleaning, students may be assembled in small groups for a 15 minute reflection. The following is an outline of the discussion which should take place and some questions which should be asked of the students.

I. Working in the fields (5 min.)

- ? Tell me about working in the fields...what was it like. What did you like best...least?
- ? What do you think your life would be like if you had to quit school right now and start working out in the fields?

II. What life was like for the migrant farm workers (2 min.)

- *Did you know that there were many children who had to quit school right around your age and start working out in the fields full time as a migrant farm worker in order to help out their families?*
- ? *Does anyone know what a migrant farm worker is...?*
 - *A migrant worker is a person who travels from place to place harvesting crops that have to be picked as soon as they ripen.*
- ? *Would you say that this kind of work is easy or hard... why?*

III. What Chavez did to help the farmers (3-5 min.)

- ? *Who knows what Cesar Chavez did to help the migrant farm worker?*
 - *First they had a strike, which means that all of the workers refused to work until they received better pay and treatment.*
 - *Next, they had a boycott, which means that the strikers asked people to stop buying certain products until they got better pay and treatment.*
 - *The migrant workers also used non-violent, peaceful demonstration, which means that they never fought or used weapons to get their point across. Instead, they marched and held signs and convinced people to join their side.*

IV. Helping people in our community (3-5 min)

- *Cesar Chavez was a man who desired to help those who were poor and struggling. And he used determination and cooperation to do this. He worked hard, and he worked together with his neighbors. If we take these same lessons from Cesar Chavez's life, we can work to help improve lives, too.*
- *That's why we are working out in the fields today... not only to get a better idea of what kind of work Cesar Chavez and the migrant farm worker did, but also so that we can help people.*
- ? *Who knows how we might be helping people with what we are doing today?*
 - *Remember how we said that the migrant farm workers would work out in the fields growing and harvesting food for other people to eat, but they didn't make enough money themselves to even feed their own families? Well, there are a lot of other people who find themselves in that situation today.*
 - *They are called the working poor. Now when people think about helping the poor, they often think about feeding the homeless or people without jobs. There are many people who do have jobs and work very hard, but don't earn enough money to feed their own families. What we're doing today by picking these crops will help those families out. All of this food, instead of going to a grocery store, will be given to people in need.*
 - *Thank you for all your hard work. You have done a good job and a good service for others.*

Cesar Chavez Day of Service and Learning

On-site Facilitators

Purpose:

The Cesar Chavez Day Initiative is a multi-faceted service learning experience intended to provide 4th graders with a first hand look at California history while bringing to life the value of service.

Learning Goals:

- To understand the vital role that migrant workers have played in California agricultural history and to examine some of the struggles that they have faced.
- To understand the important role that Cesar Chavez played in helping to improve migrant working conditions.
- To understand the value of giving back to one's community through service.

Service Goals:

- To experience the actual working conditions of migrant laborers by gleaning a field.
- To donate the product of that labor to those in need.

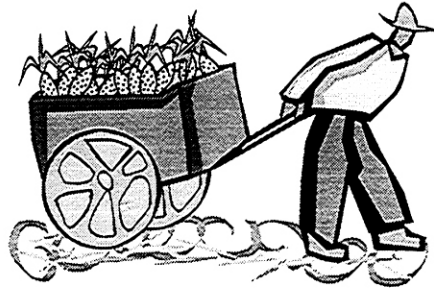
Your Role:

As on-site facilitators, you will act as role models for the fourth graders on the day of service. One of your jobs may be to help demonstrate techniques for picking and planting crops. Your main job, however, will be to diligently work along side the fourth graders and to help frame the service in light of what they have been learning in class. You will do this by asking the students open ended questions about Cesar Chavez, migrant workers, hunger, poverty, the value of service, etc. This means that you will have to know at least as much as our fourth graders in each of these areas... just to warn you, they know quite a bit!

Service Date & Time:

Super Service

This certificate is presented to



*In honor of all your hardwork in the
Cesar Chavez Day of Service & Learning Project
on the date of _____,
we would like to give you our thanks for your service
to the people of our community.*

Presented by

Principal

Teacher

Minor Form
**VOLUNTEER ASSUMPTION OF RISK,
RELEASE OF LIABILITY AND INDEMNITY AGREEMENT FOR:
Second Harvest Food Bank/ Orange County Harvest
426-A West Almond Avenue, Orange, CA 92866**

Minor Gleaner _____ Group Name _____
Address _____ First Time Gleaner Yes ____ No ____
City _____ Zip _____ Where did you hear about O.C. Harvest?
Telephone _____ Friend ____ School ____ Church ____
Date of Gleaning _____ TV/Radio ____ Newspaper ____ Other ____

I, the undersigned, the parent of the above named minor (Minor), hereby request that Minor be permitted to participate in the Gleaning/Harvesting Project (GHP). I am aware that Minor's participation in the GHP involves farm work which includes, among other things, exposure to the elements, farm tools, and agricultural chemicals. I understand that such participation presents a risk of injury, and I agree to assume any and all risk for injuries arising out of, or related to, participation in the GHP and understand that the Released Parties (as such term is defined below) shall NOT be responsible or liable for any injury, damage, loss or expense to me or my child, and/or my property incurred as a result of Minor's participation in the GHP.

As a condition of Minor's participation in the GHP, on behalf of myself, Minor, and our successors and assigns, I hereby agree to forever release, discharge, acquit, hold harmless and indemnify, the Council of Orange County, Society of St. Vincent de Paul, Second Harvest Food Bank, Orange County Harvest, their affiliates and their respective members, partners, principals, shareholders, directors, officers, agents, employees, volunteers, and representatives (including, without limitation, any farmer or other landowner, landlord, land manager or tenant who grants access to farmer's property for purposes related to the GHP) and their respective successors and assigns ("Released Parties"), from any and all charges, complaints, claims, demands, obligations, damages, actions, causes of action, suits, rights, costs, losses, debts expenses (including attorney's fees and costs) liabilities, and indebtedness, of every type, kind, nature, description or character, whether known or unknown, suspected or unsuspected, liquidated or unliquidated arising from, under, or related to, any act or omission of any of the Released Parties, or otherwise in any way related to, or arising from, participation in the GHP ("Released Matters"). I acknowledge and agree that the releases made herein constitute final and complete releases of the Released Parties with respect to all Released Matters, and that by signing this Agreement, I am forever giving up the right to sue or attempt to recover money, damages or any other relief from the Released Parties for all claims I may have with respect to the Released Matters (even if any such claim is unforeseen as of the date hereof). I understand California Civil Code Section 1542, which provides as follows:

"A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS WHICH THE CREDITOR DOES NOT KNOW OR SUSPECT TO EXIST IN HIS FAVOR AT THE TIME OF EXECUTING THE RELEASE WHICH IF KNOWN BY HIM MUST HAVE MATERIALLY AFFECTED HIS SETTLEMENT WITH THE DEBTOR."

I, being aware of Section 1542, hereby expressly waive any and all rights I may have thereunder and do so understanding and acknowledging the significance and consequence of such specific waiver.

Permission is also given to authorize emergency medical treatment if necessary.

Parent Signature

Date

Parent Signature

Date

Formulario para el menor de edad
ACUERDO PARA ASUMIR RIESGO,
EXENCION DE RESPONSABILIDAD Y ACUERDO DE INDEMNIZACION
Second Harvest Food Bank/ Orange County Harvest
426-A West Almond Avenue, Orange, CA 92866

Cosechador Menor _____ Nombre del grupo _____
Dirección _____ Fecha de la Cosecha _____
Ciudad _____ ¿Cómo se enteró del O.C. Harvest? Amistad ____
Número telefónico _____ Escuela__ Iglesia__ Periódico__ Radio/TV__

Yo, el abajo firmante, padre o madre del menor indicado al pie de este documento, (Menor) solicito por la presente el que este Menor pueda participar en el Proyecto de cosecha/ vendimia (GHP). Soy consciente de que la participación del Menor en el GHP incluye trabajo agrícola y entre otras cosas estar expuesto a los elementos así como a herramientas y químicos agrícolas. Entiendo que dicha participación representa un riesgo de posibles lesiones y estoy de acuerdo en asumir cualquier riesgo de lesiones que se derive o que esté relacionado con la participación del Menor en GHP. Entiendo, también, que las Partes Exentas (tal y como se definen abajo) NO serán responsables por lesiones, daños, pérdidas o gastos que yo mismo, mi hijo/a o mis bienes materiales puedan sufrir y en los que se haya incurrido por la participación del Menor en GHP.

Como condición de la participación del Menor en GHP, en mi propio nombre y en el de mis herederos y las personas a las que puedan asignarse mis derechos, por la presente estoy de acuerdo en, para siempre, liberar, dispensar, absolver, mantener libre de todo daño e indemnizar al Consejo del Condado de Orange, Sociedad de San Vicente de Paúl, Second Harvest Food Bank, Orange County Harvest, sus filiales, y sus respectivos miembros, socios, directores, accionistas, miembros del consejo de administración, directivos, agentes, empleados, voluntarios y representantes (incluyendo, sin limitación alguna, cualquier granjero o propietario, dueño, administrador de tierras o arrendatario que conceda acceso a la propiedad agrícola por motivos relacionados con GHP) y sus respectivos herederos y las personas a las que puedan asignarse sus derechos (Partes Exentas) de cualquier acusación, queja, reclamación, demanda, obligación, daño, acción legal, demandas judiciales, derechos, costas, pérdidas, gastos que se deban (incluyendo gastos de abogado y costas) responsabilidades y endeudamiento de cualquier tipo, naturaleza, descripción o carácter, ya sea conocido o desconocido, que se sospeche o no, liquidado o sin liquidar, que se deriven o que estén relacionados con cualquier acción u omisión de cualquiera de las Partes Exentas, o de cualquier forma derivada o relacionada con la participación del Menor en GHP (Materias Exentas). Yo reconozco y estoy de acuerdo que las exenciones de responsabilidad se constituyen de manera absoluta y final en relación a las Partes Exentas con respecto a todas las Materias Exentas, y que firmando este acuerdo estoy, para siempre, renunciando al derecho de demandar o intentar recuperar dinero, daños o cualquier otra compensación de las Partes Exentas por todas las reclamaciones que yo pueda tener con respecto a las Materias Exentas, (incluso reclamaciones que no puedan predecirse en la actualidad). Entiendo el Artículo 1542 del Código Civil de California que establece lo siguiente:

"UNA EXENCION GENERAL DE RESPONSABILIDAD NO ALCANZA RECLAMACIONES DESCONOCIDAS PARA LOS DEUDORES O QUE LOS DEUDORES NO SOSPECHAN QUE EXISTEN A SU FAVOR EN EL MOMENTO DE EJECUTAR LA EXENCION QUE EN CASO DE HABERLO CONOCIDO HUBIERA AFECTADO SU ACUERDO CON EL DEUDOR."

Yo, consciente de lo que dice el artículo 1542, por medio de la presente expresamente renuncio a cualquiera y todos los derechos que pudiera tener en ella y lo hago con el entendimiento y reconocimiento de la significancia y consecuencia de dicha renuncia específica. También doy permiso para tratamiento médico de emergencia si es requerido.

Firma de padre o madre

Fecha

Firma de padre o madre

Fecha

Resources

Resources

Cesar Chavez

www.cesarechavezfoundation.org – Cesar E Chavez Foundation
www.chavezday.ca.gov/history.html - GOSERV
www.incwell.com/Biographies/Chavez.html – Spectrum Home & School Magazine
rims.k12.ca.us/score_lessons/chavez – RIMS
www.paradigmproductions.org – The Fight In the Fields classroom curriculum.

Migrant Workers

cfwr.tripod.com - Center for Farm Worker's Rights
www.farmworkers.org – Farm Workers Homepage
www.nctf.org/ - National Center for Farm Worker Health

Gleanings

www.secondharvest.org – America's Second Harvest
www.feedoc.org – Second Harvest Food Bank Orange County

Hunger & Poverty

www.secondharvest.org – America's Second Harvest
www.feedoc.org – Second Harvest Food Bank Orange County
www.stopthehunger.com – Sponsor-supported donations to America's Second Harvest
www.thehungersite.com – Sponsor-supported donations for world hunger relief.
www.thp.org – The Hunger Project.
www.worldhungeryear.org – World Hunger Year
www.bread.org – Bread for the World
www.hungerfreeamerica.com – Partnership between the End Hunger Network, the Entertainment Industry Foundation, and the Center on Hunger and Poverty
www.foodforall.org – Food Industry Foundation Against Hunger.
www.pirg.org/nscahh – National Student Campaign Against Hunger & Homelessness
www.ssc.wisc.edu/irp – Institute for Research on Poverty
www.centeronhunger.org – The Center on Hunger & Poverty at Brandeis University
www.frac.org – Food Research and Action Center (FRAC)
garnet.berkeley.edu:3333/faststats/povertystats.html – 50 Facts about Poverty
www2.wgbh.org/MBCWEIS/LTC/QSCC/poverty.htm – Chart of the Poverty level.
www.hungercenter.org – Congressional Hunger Center
www.echonet.org – Educational Concerns for Hunger Organizations
www.foodfirst.org – Food First – The Institute for Food and Development Policy
www.fh.org – Food for the Hungry
www.freefromhunger.org – Freedom From Hunger
www.oxfamamerica.org – Oxfam America

Resources

Nutrition & Agriculture

www.fns.usda.gov/fns – US Department of Agriculture - Food and Nutrition
www.ca5aday.com – California 5-A-Day Nutrition Campaign
www.cfaitc.org – California Foundation for Agriculture in the Classroom

Service & Volunteerism

www.serve.net.org/content/ysa/YSA.asp – Youth Serve America
www.serve.net.org/content/about/index.asp – SERVENet
www.compact.org – Campus Compact
www.aips.org – American Institute for Public Service
www.aspira.org – ASPIRA
www.ccc.ca.gov – California Conservation Corps
www.closeup.org – Close Up Foundation
www.dosomething.org – Do Something
www.impactonline.org – Impact On Line
www.invcoll.pdx.edu/ic.htm – Invisible College
www.ncea.com – National Community Education Association
www.nccusa.org – National Council of Churches
www.dropoutprevention.org – National Drop Out Prevention Center
www.nsee.org – National Society for Experiential Education
www.nascc.org – National Association for Service and Conservation Corps
www.nwrel.org – Northwest Regional Education Laboratory
www.unitedway.org – Orange County's United Way
www.volunteercenter.org – Volunteer Center Orange County
www.volunteercentersca.org – Volunteer Centers of California

Service Learning

www.cns.gov/learn/index.html – The Corporation for National Service- Learn and Serve America
www.nic.sl.coled.umn.edu/ - The National Service Learning Clearinghouse
nylc.org/ -National Youth Leadership Council
csf.colorado.edu/sl/index.html – Higher Education National Service-Learning Clearinghouse.
www.cde.ca.gov/cyfsbranch/lsp/cshome.htm – CalServe K-12 Service Learning Initiative
www.stanford.edu/group/SL2000/ - The Service Learning 2000 Center at Stanford University
www-gse.berkeley.edu/research/slc/ServiceLearning.html – The UC Berkeley Service-Learning Research and Development Center
www.crf-usa.org/ - The Constitutional Rights Foundation
www.yscal.org/ - Youth Service California

Acknowledgements

The Volunteer Center Orange County thanks the following people for the contribution of their time and talents in the creation and implementation of the Cesar Chavez Project:

Cesar Chavez High School, Santa Ana, CA

Maggie Rosada
Maria Rosales
The Students of CCHS

Orange County's Second Harvest Food Bank

Sam Caruthers
Ninnette Selsted

Pio Pico Elementary School, Santa Ana, CA

Judy Magsaysay
Amalia Villaran

In addition, we would like to extend our deepest gratitude to *Enriqueta Ramos*, *Esperanza Espinosa*, and *Dick Hernandez* for sharing their stories with us; and to Scott York for his creativity in helping us share these stories through video.

Finally, we would like to acknowledge *Maureen Allen* and *Debbie Granger* of the Orange County Department of Education for lending us their expertise in the development of the curriculum.

Project Response Form

Please let us know how your school or class is honoring Cesar Chavez and his role in California History by filling out the following information and faxing back to the Volunteer Center Orange County at (714) 834-0585 or by mailing to **1901 East Fourth Street, Suite 100, Santa Ana, CA 92705**.

Name of School and District: _____

Name of Teacher: _____

E-mail: _____ Phone: _____

Grade: _____ # of Students: _____

Hours of Instruction Prior to Service: _____ after service _____ ?

Please rate your classes response to the Cesar Chavez Project:

1	2	3	4	5
Poor		Fair		Excellent

Please rate your response to the Cesar Chavez Project:

1	2	3	4	5
Poor		Fair		Excellent

Comments/Suggestions/Highlights:

For project questions or personal assistance, please contact the Volunteer Center Orange County at youth@volunteercenter.org.

This project was made possible through funding from the
Governor's Office on Service and Volunteerism



1110 K Street, Suite 210
Sacramento, CA 95814
(916) 323-7646 • www.goserve.ca.gov